

# ReQuest (Reciprocal Questioning)

## Description

ReQuest, an acronym for Reciprocal Questioning, is an instructional strategy designed by A. V. Manzo to help students develop an active, questioning approach as they read instructional materials. The ReQuest procedure promotes strategic learning by teaching students how to establish appropriate purposes for reading, and it enhances students' comprehension by teaching them to ask their own questions about what they are reading. When students ask themselves questions while reading, they are more likely to comprehend the text and to monitor their comprehension. The approach encourages students to read literature in-depth, noticing significant details and thinking beyond the surface.

It is important that you model effective questioning behaviors during the ReQuest procedure. Less experienced readers need to learn how to move beyond relatively simple text-based questions to more demanding interpretive or applied questions. As students become used to the strategy, they gradually assume more responsibility in the process.

## Steps

1. Model the process by reading a brief section of the text aloud. Ask and answer your own questions about the text, progressing from factual recall to questions that stimulate interpretive or applied thinking.
2. After modeling this question-and-response pattern with a brief passage, ask students to read the next section of the text. With less proficient readers, consider reading the section aloud and having them read along silently. Have students take turns asking you questions about what they read, which you will then answer.
3. Ask students to read another segment. Ask them questions, which they answer.
4. Continue to alternate between student-generated questions and teacher-generated questions until the entire designated section has been read.
5. Assign the remaining portion for students to read silently, asking and answering their own questions. Then, lead a wrap-up discussion of the material.
6. Reinforce this questioning technique until students are comfortable applying it on their own. For students who may need more instruction and support, provide a manageable list of potential questions and question types. Many inexperienced younger readers are somewhat familiar with basic questions for narrative texts but need to go beyond the surface.

## Sources

Manzo, A.V. (1969). "The ReQuest Procedure." *Journal of Reading*, 13:123–126.

Manzo, A.V., Manzo, U.C., and Estes, T.H. (2001). *Content Area Literacy: Interactive Teaching for Active Learning*, 3rd ed. Hoboken, NJ: John Wiley & Sons.

## General Resources

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